

Whitefriars Private Nursery School

Whitefriars, Hill Road, PENWORTHAM, Preston, PR1 9XH

Inspection date	01/04/2014
Previous inspection date	06/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good because practice is strong and staff are skilled in engaging children's interest and motivating them to learn. As a result, children make good progress in relation to their starting points.
- The management team ensures that safeguarding and child protection policies and procedures are understood and implemented by staff at all times, so that children are kept safe. Children's safety is promoted well through close supervision and monitoring of security and because staff teach children to keep themselves safe.
- Staff place a high priority on supporting each child's confidence and emotional well-being. Consequently, children are happy, enjoy their time and have fun learning at the nursery.
- The key person system is well established and successful at engaging parents in their children's learning. As a result, they complement what children are learning at the setting. This ensures children continue to make good progress.

It is not yet outstanding because

- There is scope to enhance the use of signs and labels so that children can consistently make choices from the very good range of resources.
- Resources, such as real and everyday items in the role-play areas, are not used to fully promote children's rich imaginary and pretend play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children in all playrooms and outside.
- The inspector talked to children and staff and also held meetings with the two managers during the inspection.

The inspector looked at children's assessment and planning records, checked

- evidence of the suitability of practitioners working with the children, a selection of policies and procedures, and discussed the self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Whitefriars Private Nursery School has been registered for approximately 26 years and is privately owned. It operates from the converted and extended coach house attached to the owner's private residence, situated in the Penwortham area of Preston. The nursery serves the local and surrounding areas and is accessible to all children. Children attend for a variety of sessions. Children are cared for in four rooms over two floors. They have access to an outdoor play area and a woodland area attached to the premises. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The nursery opens five days a week from 7.45am until 5.45pm for 51 weeks of the year, except on bank holidays. There are currently 78 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enrich the learning environment by displaying labels on resources to further promote children's already good ability to make choices

- provide additional resources, such as real and everyday items in the role-play areas, to fully promote children's pretend and imaginary play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because staff caring for the children work hard together to ensure children make good progress in all areas of their learning and development. This is because they have a good knowledge and understanding of the seven areas of learning. Consequently, this enables them to observe and efficiently assess and monitor children's progress over time. Staff record observations of children and use this information to inform planning based around children's interests and needs. Children's current interests and their individual areas of development are clearly identified in planning, which shows how well staff know the children. Each child has their own learning journal. These enable the child's key person to plan activities specific to the child's interests and needs. The outdoor learning environment is particularly valued by staff in having a positive impact on children's development, offering opportunities for doing things in different ways and on

different scales than when indoors. This means children are making good progress towards the early learning goals through a wide range of experiences that take place both indoors and outdoors. The assessment and tracking processes are robust enough to enable each child's key person to successfully complete the progress check at age two and identify any gaps in children's learning. This enables them to be able to identify when early intervention is needed, so that children receive the appropriate support to meet their learning needs.

Children are cared for in rooms according to their age and ability and confidently explore their environment and are keen to try new experiences. They explore the rooms with confidence to select their toys and choose the activities they would like to play with. Staff encourage and support children to help them acquire the skills to become effective early learners. They recognise that each child is unique and that they learn in different ways and at different paces. Staff support children in their self-chosen activities, talking to them as they play and joining in where appropriate. For example, staff encourage children to learn about mathematics in a variety of situations. Children make their own cakes and use equipment to correctly measure and weigh the ingredients. Children use good mathematical language. They name the colours and size of buttons they are sorting and count the blocks in the tower they have built. Staff acknowledge that they are right and praise them for their efforts. Other children are busy pursuing their interest in the role-play area as they act out roles as 'pirates' or 'builders' as they saw, hammer and build their constructions. However, the role-play area is not always used to best effect. Children playing in this area do not always have access to 'real life' items or resources that help develop their creativity. For example, there are few utensils and real grocery items in the role-play area; things that children might find in their kitchens at home. As a result, opportunities to extend children's imagination are not always fully explored.

Children's communication and language development is given priority and overall practice is good with ample opportunity for them to listen and converse. Staff effectively use one-to-one and small group time to develop children's listening skills and confidence to express themselves verbally. For example, as a small group of children attempt to draw pictures of flowers they have seen outside, an adult joins them helping to extend their language and enrich their vocabulary. From a young age, children make marks on paper in various ways. They use paints and brushes, pencils, crayons and chalks. This leads to them developing early writing skills as staff help them learn how to start to form recognisable letters, which leads to the oldest children writing their names. Children benefit from a good variety of books and enjoy looking at books alone or together as they share a book in small groups. This helps promote their early literacy skills. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the good skills, attitudes and dispositions they need to be ready for school or the next stage of learning. The nursery promotes successful partnerships with parents. Parents and carers are well informed about all aspects of their children's achievements, well-being and development. The staff provide ongoing feedback about children through their discussions, detailed daily diaries and access to the children's progress records. The nursery also loans 'play and talk' activity bags for parents to use at home with their children. This supports parents' involvement in their child's learning and development at home.

The contribution of the early years provision to the well-being of children

All children and their families are welcome in the nursery. The key person system works well to help children to build secure emotional attachments and to develop confidence while at the nursery. Staff give children reassuring smiles, positive comments and cuddles particularly when they get upset or are tired. This helps children feel safe and secure and develop a sense of belonging. Children's move from home to the provision is given priority. The settling-in process encourages parents to visit with their children and gradually work towards leaving them for longer periods. This helps parents and children develop a good relationship with their key person before children start at the nursery. These visits are well used and encourage parents to provide detailed information about children's home routines, health needs and development. As a result, the move from home into the setting is very well managed. Children show through their interactions that they have built a very warm and trusting relationship with practitioners. Children are beginning to manage their own personal needs as they learn about washing their hands before eating and learn about safety in their play. They gain further awareness of keeping safe as they regularly practise the fire drill so that they know what to do in the event of an emergency.

Children's individual dietary needs are met effectively. They are provided with nutritious, well-balanced meals, which are freshly cooked each day by the nursery cook. Children are provided with breakfast toast in the mornings and enjoy a range of healthy snacks. They have access to drinks of water throughout the day as each room has a water cooler. This supports children to understand how to keep themselves healthy and further encourages their independence skills. Staff follow suitable nappy changing procedures to ensure babies' care needs are met and they are changed at regular intervals or when necessary. A healthy lifestyle is promoted as children have daily opportunities for fresh air, daylight and exercise in the outdoor area, such as negotiating the tyres and stepping stones. This helps children to learn about keeping healthy in a fun way. The outdoor space provides various areas for children to explore freely, such as water play and digging areas. Dens, seating and play areas provide ample spaces for children to become highly involved in their play and learning. The experiences outdoors provided by staff are interesting and well thought out for the children to keep them motivated and engaged.

The well-planned environment is enhanced through the generally good use of resources and a wide variety of activities that promote children's independence and choice. However, there is less use of labels and signs to further promote children's ability to make choices. As a result, there is scope to make the environment more highly stimulating by making it rich in print. There are high expectations for good behaviour. Staff act as good role models for children as they are respectful, polite and use appropriate language and behaviour. Consequently, children's behaviour is good and they are confident and ready to learn. Many opportunities are provided for children to socialise and cooperate with others. Good social skills are reinforced with children, particularly during group activities, with gentle reminders to say 'please' and 'thank you'. Children learn about being kind, helpful, gentle, sharing and listening to each other. Meal times are also sociable occasions as children talk and chat happily with one another and staff confidently. This supports children's personal, social and emotional development well and helps to prepare them for

their next learning environment, such as school. Meetings and visits take place with the local schools to support children in their move to their next learning environment.

The effectiveness of the leadership and management of the early years provision

The managers and staff have a very good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They demonstrate a good understanding of child protection and are confident in their ability to implement procedures effectively in order to protect children. Consequently, children's welfare is effectively promoted. Security is good and staff monitor the entrance door closely. Parents and visitors must ring the bell so staff can supervise who enters the premises. Visitors' identity is checked and they are required to sign in. This also ensures that an accurate record is maintained of everyone coming in or out of the nursery. In addition, the effective arrival and collection procedures for children help to further promote their safety. Thorough risk assessments and daily checks ensure the environment is safe for children to play and explore in. Furthermore, the staff-to-child ratios are well maintained ensuring that staff are effectively deployed to supervise the children each day. Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Good recruitment, which includes detailed procedures for vetting and assessing the suitability of staff are in place. Staff are all required to complete key courses, such as safeguarding and first-aid training and are clear about what to do in these situations. Staff cascade their training to other staff, so everyone benefits from shared ideas and practice. Clear induction procedures help students and new staff to be confident in implementing the policies and procedures effectively. The arrangements for supervision, appraisals and staff professional development are well developed.

Staff are well qualified or are working towards further qualifications and this has a positive impact on children's learning. Good processes are in place to monitor children's overall progress in their learning and development. The management team work very closely with staff. They review the tracking sheets that staff complete for their key children, which helps them to identify if there are any delays or gaps in children's development that need to be addressed. Staff use their planning successfully to consider ways to support, challenge and extend children's current learning and development. They complete the required progress check at age two and a transition assessment when children move on to school. This prepares children well for the next stage of learning. There is a good system in place to evaluate the provision, which staff and parents are involved in to ensure continuous improvement. Local authority development officers visit to provide advice and support, which also helps to identify areas for improvement. Staff are motivated to provide a very good service to the children and families attending the nursery.

The nursery has established good relationships with parents and shares verbal and written information on a daily basis about children's care routines and the activities they participate in. The nursery keeps parents well informed about all aspects of the provision and invites them to play an active part in the nursery's life. For example, attending stay and play sessions or talking to the children about their work. Parents state that they feel very involved in their child's learning and are supported by staff. They say they are well

informed about their child's development. Regular newsletters keep parents further informed and make sure they are involved in their child's care and education. In addition, practitioners work well in partnership with other professionals, such as physiotherapists and speech and language therapists, to support children's individual needs. Practitioners have a good understanding of the advantage of liaising with local schools. This ensures that children are well prepared when the time comes to move on, and gives teachers the ability to meet children's individual needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	309528
Local authority	Lancashire
Inspection number	949644
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	78
Name of provider	Dylis Hayton
Date of previous inspection	06/12/2011
Telephone number	01772 747 943

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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